

General Education

BIBLIOGRAPHY

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Foreword

THE CONTINUED INTEREST in the development and improvement of general education programs in the colleges and universities has prompted the Office of Education to publish this *Bibliography on General Education* for the period 1949 to 1958.

With few exceptions, all books and articles listed in this bibliography have appeared since the publication of "A Further Bibliography in General Education," by William Nelson Lyons, *The Journal of General Education*, IV (1949), 72-80. Dr. Lyon's bibliography covered the period 1940 to 1949 and thus supplemented Dr. Earl J. McGrath's, "A Bibliography on General Education," *The Educational Record*, XXI (1940), 96-118. These two bibliographies were reprinted in pamphlet form by *The Journal of General Education* in 1950. Articles appearing in volumes I to VII, No. 3, of *The Journal of General Education* are indexed in this publication and therefore are not included in the present bibliography.

In compiling this bibliography on general education an attempt has been made to include only articles and materials: (1) reporting practices and experiences that would assist individuals interested and working in the field; (2) offering concrete examples of operating programs; (3) significantly and specifically related to general education; (4) clearly concerned with higher education; and (5) available in the usual library sources.

The bibliography has been prepared by Elizabeth N. Layton, Research Assistant, under the direction of Ralph C. M. Flynt, Director, General and Liberal Education Branch.

It is hoped that this bibliography will serve as a source of helpful information to college administrators, faculty members and students, and to others interested in the developments taking place in the field of college general education.

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GENERAL EDUCATION

Bibliography

1. ABERNETHY, J. R. General Education Values of Mathematics and the Attempt of a Faculty to Teach Them. *Mathematics Teacher*, 46: 241-45, April 1953.

Discusses the importance of mathematics in a general education program with suggestions as to how these values may be taught.

2. Bachelor of General Education Degree at St. Louis University. *School and Society*, 73: 397, June 23, 1951.

Describes the 4-year, 120 semester hour, curriculum for the Bachelor of General Education degree; conventional major and minor studies not required; degree does not prepare student for graduate work or admission to a professional school.

3. BARDOLPH, RICHARD. Integration of History and English. *The Journal of Higher Education*, 22: 422-31, November 1951.

Offers suggestions for integration and coordination of freshmen English and history courses.

4. BARNARD, J. DARRELL. Workshops in General Education for College Teachers. *The Journal of Educational Sociology*, 24: 272-77, January 1951.

Describes function of workshop in analyzing some of the problems involved in developing and administering general education programs.

5. *The Basic College*. East Lansing, Mich., Michigan State College, 1953. [11 p.]

Discusses objectives of The Basic College at Michigan State College and describes basic curriculum in detail.

6. BAUDER, PAUL D. A Freshman English Experiment: General Education in a Traditional Curriculum. *Junior*

College Journal, 22: 337-39, February 1952.

Describes how St. Petersburg, Fla., Junior College, used existing facilities of several departments in teaching English composition.

7. *A Bibliography in General Education*. Washington 6, D. C., American Association of Junior Colleges, 1949. 32 p.

Reprint of: (1) A Bibliography in General Education, by Earl J. McGrath, originally published in *The Educational Record*, Vol. 21 (1940), pp. 96-118, 421 titles; and (2) A Further Bibliography on General Education, by William Nelson Lyons, originally published in *The Journal of General Education*, Vol. 4 (1949), pp. 72-80, 237 titles; and (3) Index to *The Journal of General Education*, Vols. 1-3, 187 titles.

8. BLAUCH, LLOYD E. General Education. *The American Journal of Pharmaceutical Education*, 8: 448-54, July 1949.

Discusses some of the current thinking on general education and its relationship to professional education.

9. BLOOM, BENJAMIN S., and WARD, F. CHAMPION. The Chicago Bachelor of Arts Degree After Ten Years. *The Journal of Higher Education*, 23: 459-67, December 1952.

Reports results of Graduate Record Examinations taken by the University of Chicago General College graduates, indicating academic achievement compares favorably with seniors of traditional four-year colleges.

10. BLYER, DOBOTHEA M. The Art Course in General Education. *Educational Administration and Supervision*, 38: 1-17, January 1952.

Reports a study of general education courses in art offered by 87 colleges.

11. BRAMELD, THEODORE. *Ends and Means in Education: A Midcentury Appraisal*. New York, Harper & Bros., 1950. 244 p.

Chapter XVIII describes experiment at University of Minnesota entitled "Design for America," as carried out by author in his "future-centered" general education program.

12. BROUWER, PAUL J. *Student Personnel Services in General Education*. Washington 6, D. C., American Council on Education, 1949. 317 p.

Provides useful information and material on all phases of the student personnel program; contends an effective student personnel program is an essential part of general education.

13. BROWNELL, BAKER. *The College and the Community: A Critical Study of Higher Education*. New York, Harper & Bros., 1952. 241 p.

Analyzes certain basic weaknesses in modern higher education as it relates to contemporary society; attempts to show how higher education can be made integral part of community life. Describes various types of general education programs operating in the colleges with evaluations, suggestions, and recommendations.

14. BEYSON, LYMAN, FINKELSTEIN, LOUIS, and MACIVER, R. M., editors. *Goals for American Education: A Symposium*. New York, Harper & Bros., 1950. 555 p.

Includes a number of papers by well-known educational authorities and others, presented at the Ninth Symposium of the Conference on Science, Philosophy and Religion, held at Columbia University, September 7-10, 1948. Papers deal with the fundamental issues of education in today's society. Some chapter titles and contributors are: Chapter IX, Education and One World, by Howard Mumford Jones; Chapter X, The Function of the University in a Free Society, by Donald C. Stone; and Chapter XI, The Goal of American Education, by John U. Nef.

15. BULLINGTON, ROBERT A. A Study of Student Opinion of College General Education Science Courses. *Science Education*, 34: 73-77, March 1950.

On basis of factors emphasized in a survey of student opinion of general science courses, author offers suggestions as guide to planning science course in a general education program.

16. ———. Summary of a Study of College Science Courses Designed for Gen-

eral Education. *Association of American Colleges Bulletin*, 36: 267-72, May 1950.

Reports results of a study sponsored by the Cooperative Committee on the Teaching of Science and Mathematics of the American Association for the Advancement of Science. Purpose of study was to determine status, trends, objectives, content, and procedures of instruction of college-level science courses designed for students desiring general, not specialized training, in science. Inquiry made of 967 four-year colleges, universities, and teachers colleges.

17. ———. Teachers and Teaching Procedures in College General Education Science Courses. *Science Education*, 35: 92-104, March 1951.

Reports results of questionnaire and personal visit study of 150 college general education science courses, classified into four categories: General courses, biological science courses, physical science courses, and courses in single subjects, such as chemistry and botany. Reveals information concerning many aspects of the courses, including objectives, content, teaching personnel, instructional procedures; indicates need of teachers trained and employed specifically for these courses.

18. BUTLER, JUDSON R. General Education and the Teaching of the Social Sciences. *Junior College Journal*, 21: 76-84, October 1950.

Presents outline and discussion of Boston University's program in integrative general education; lists advantages and disadvantages; includes an appraisal of the program in its fourth year.

19. ———. Some Basic Principles of General Education. In *Addresses on Current Issues in Higher Education, 1951*. Addresses of the Sixth Annual National Conference on Higher Education, Chicago, April 2-4, 1951, Part II, Chapter 33, pp. 153-57. Washington 6, D. C., Department of Higher Education, National Education Association, 1951.

Discusses some of the strong and weak points in the general education movement in America. Considers the prevailing patterns; the need for a unifying concept and consolidation of the objectives of general education.

20. CARLSON, LOREN D., ERFMEYER, C. E., CLARKE, FRANCIS P., and SIMPSON, GRELLET C. Objectives, Content and Organization of General Education. In *Current Issues in Higher Education, 1950*.

Report of the Fifth Annual National Conference on Higher Education, Chicago, April 17-19, 1950, Vol. I, Part II, Chapter 10, pp. 65-78. Washington 6, D. C., Department of Higher Education, National Education Association, 1951.

Summarizes findings of four different conference groups engaged in parallel, independent discussions of the content, organization, and objectives of general education.

21. CARMAN, HARRY J. Reminiscences of Thirty Years. *The Journal of Higher Education*, 22: 115-22, 168-69, March 1951.

A professor participant and dean of Columbia College reviews the development of the general education program at Columbia University.

22. CARMICHAEL, OLIVER C. Contemporary Trends in the Arts College. *Association of American Colleges Bulletin*, 36: 488-93, December 1950.

The President of The Carnegie Foundation describes the development of general education in an address given at Middlebury College Sesquicentennial, September 29, 1950. He says, "General education has not yet found itself. It is still lacking in focus, in clarity of purpose, and in effectiveness of method; but it is to be reckoned with in the future development of the arts college."

23. CASTORE, GEORGE F. Attitudes of Students Toward the Case Method of Instruction in Human Relations. *The Journal of Educational Research*, 45: 201-18, November 1951.

Reports the attitudes of students in a human relations course at Colgate University toward the case method of instruction.

24. CHALMERS, GORDON KEITH. The Diverse Responsibilities of Liberal and General Education. In *Current Issues in Higher Education, 1953*. Proceedings of the Eighth Annual National Conference on Higher Education, Chicago, March 5-7, 1953. Washington 6, D. C., Department of Higher Education, National Education Association, 1953. pp. 34-39.

Analyses what is meant by "education." Author suggests that, "Committees and conferences, trying to describe and define general education, its texts and courses, should sharpen the focus of their inquiry by agreeing at the beginning that it is their job to provide everyone with an education that liberates a

person and makes possible his best differentiated development."

25. CHAMBERS, WILLIAM N. General Education—Philosophy and Patterns. In *Current Trends in Higher Education, 1949*. Official Group Reports of the Fourth Annual National Conference on Higher Education, Chicago, April 4-7, 1949. Chapter VII, Part I, pp. 45-50. Washington 6, D. C., Department of Higher Education, National Education Association, 1949.

Outlines purposes of general education with discussion as to how the colleges can aim their programs toward the accomplishment of these objectives.

26. CHERRINGTON, Jr., ERNEST H. Natural Science and Mathematics in General Education. In *Current Trends in Higher Education, 1949*. Official Group Reports of the Fourth Annual National Conference on Higher Education. Chicago, April 4-7, 1949. Chapter X, pp. 68-73. Washington 6, D. C., Department of Higher Education, National Education Association, 1949.

Summarizes group discussions on methods of setting up natural science and mathematics courses in a general education program.

27. CLARK, C. C. "College Physical Science Courses in General Education." *American Journal of Physics*, 17: 267-69, May 1949.

Considers need for study of physical sciences for students majoring in other fields than the sciences; suggests objectives, content, and teaching methods for this group.

28. COHEN, I. BERNARD, and WATSON, FLETCHER G., editors. *General Education in Science*. Cambridge, Mass., Harvard University Press, 1952. 217 p.

Indicates desirable general education in science goals, and describes teaching techniques aimed at these goals.

29. *Comprehensive Examinations in a Program of General Education*. Michigan State College Board of Examiners. Paul L. Dressel, Chairman. East Lansing, Mich., Michigan State College Press, 1950. 165 p.

Chapter I, by Dean Rather, describes the program of basic courses as background for the Board's account of its first 3 years of writing comprehensive examinations for the

Basic College; Chapters II and X, by the Chairman, deal with general problems and procedures of the examinations; in Chapters III-IX, each examiner in one of the basic courses, relates his experiences in examining in that area; the final Chapter XI, reports a survey by the Board, of faculty and student opinion of the comprehensive examinations.

30. CONANT, JAMES BRYANT. *The Growth of the Experimental Sciences: An Experiment in General Education*. Cambridge, Mass., Harvard University Press, 1949. 67 p.

Describes procedures by which the Harvard freshman or sophomore, not intending to take further work in science, may obtain some understanding of the subject.

31. COOMBS, PHILIP H. *Advancing Education—From School to College*. In *Current Issues in Higher Education, 1953*. Proceedings of the Eighth Annual National Conference on Higher Education, Chicago, March 5-7, 1953. Washington 6, D. C., Association for Higher Education, National Education Association, 1953. pp. 54-60.

Describes four experimental projects aimed at advancing general education from school to college.

32. COOPER, RUSSELL M. Rise of General Education. *National Education Association Journal*, 39: 30-31, January 1950.

Describes and comments on four different types of general education programs: (1) survey courses; (2) Great Books (St. John's College); (3) practical needs type of courses; and (4) problem-solving general education programs (Sarah Lawrence and Bennington Colleges); expresses need for adequate teacher training for general education teachers.

33. CROSS, EL A. A New College for General Education. *School and Society*, 76: 400-12, Dec. 27, 1952.

A plea for the establishment of public general education colleges in several parts of the country.

34. CUNNINGHAM, WILLIAM F. *General Education and the Liberal College*. St. Louis 2 (15 and 17 So. Broadway), Mo., B. Herder Book Co., 1953. 286 p.

In three parts, I. Why Teach—Educational Goals; II. What To Teach—The Curriculum; III. How and Where To Teach—Method and Administration. Also includes list of selected readings in general education.

35. DAVIDSON, ROBERT F. The Humanities in General Education. In *Current Trends in Higher Education 1949*. Official Group Reports of the Fourth Annual National Conference on Higher Education, Chicago, April 4-7, 1949, Chapter VIII, pp. 56-61. Washington 6, D. C., Department of Higher Education, National Education Association, 1949.

Cites five related aspects of the task of the humanities in general education with suggestions and recommendations.

36. DAY, EDMUND E. General Education in the Land-Grant Institutions. *The Journal of Engineering Education*, 42: 331-36, March 1952.

Consideration is given to the question: To what extent should general education in the land-grant institutions be different from general education in other types of institutions?

37. DECKER, JOHN P. General Education for the Instructor in a Professional College. *School and Society*, 72: 313-14, Nov. 11, 1950.

An analysis of the problem of general education in the professions as worked out in a series of studies by the staff of the New York State College of Forestry.

38. DOWNIE, N. M. and others. Problems in General Education Suggested by a Study of the Achievement and the Opinions of Syracuse University Students. *Educational and Psychological Measurements*, 11: 76-80, spring 1951.

Discusses "A Valid Evaluation Program for General Education"; "General Education Through Standard Courses"; and "Faculty Responsibility for the Objectives of General Education."

39. DRESSER, PAUL L. The Cooperative Study of Evaluation in General Education: A Project of the American Council on Education. In *Current Issues in Higher Education, 1953*. Proceedings of the Eighth Annual National Conference on Higher Education, Chicago, March 5-7, 1953. Washington 6, D. C., Association for Higher Education, National Education Association, 1953. pp. 50-54.

Reviews some of the problems attacked by the Committees on Communications, Social Science, Science, Humanities, and Critical Thinking, of the Cooperative Study of Evaluation in General Education. Indicates some

of the accomplishments and by-products of the Study.

40. DRESSEL, PAUL L. Evaluation Procedures for General Education Objectives. *The Educational Record*, 81: 97-122, April 1950.

Suggests an approach to evaluation which will interrelate instruction and evaluation; outlines procedures to reach this goal and indicates areas of special emphasis.

41. ———. General Education Looks at Foreign Language. *School and Society*, 77: 164-67, Mar. 14, 1953.

Reports on faculty attitudes toward foreign language courses as a part of a general education program in 19 institutions of higher education.

42. ——— and Mayhew, Lewis B. The Cooperative Study of Evaluation in General Education. *The Educational Record*, 84: 54-67, January 1953.

Discusses major elements of the general education movement—origin, contrasting philosophies, and objectives; indicates need for evaluation and experimentation in such general education areas as: aims of general education; studies of general education students; types of programs and instructional methods.

43. ——— and Schmid, John. *An Evaluation of the Tests of General Educational Development*. Washington 6, D. C., American Council on Education, 1951. 57 p.

Describes the purposes and uses of the GED tests; surveys the research in this area; and includes discussion of these tests in evaluating general education programs.

44. ENTHIKIN, JOHN B. Science in General Education. *Journal of Chemical Education*, 28: 274-76, May 1951.

Emphasizes need to "give all students an understanding of science and its contributions to the intellectual, spiritual, and physical aspects of our lives." Considers good teachers, opportunity for laboratory work, and an effective means of evaluation of results, the three outstanding essentials in the successful execution of a science program in general education. Includes discussions of these essentials with suggestions for remedial action where needed.

45. *Evaluation of Citizenship Training and Incentive in American Colleges and Universities*. New York 3, N. Y., The Citizenship Clearing House, Affiliated with the Law Center of New York Uni-

versity, Washington Square, N. Y., February 1950. 64 p.

Reports results of a study of 218 representative colleges and universities in all parts of the country, to inquire into the extent to which college students are actually trained for active participation in politics and citizenship activities of a nonpartisan character. Offers suggestions helpful to teachers of political science.

46. FAUST, CLARENCE H. The Humanities in the College Curriculum. *Association of American Colleges Bulletin*, 29: 30-35, March 1953.

Discusses the importance of the humanities in the college curriculum.

47. FICKEN, CLARENCE E. General Education as a Professional Attitude. In *Current Trends in Higher Education 1949*. Official Group Reports of the Fourth Annual National Conference on Higher Education, Chicago, April 4-7, 1949. Chapter 7, Part II, pp. 50-55. Washington 6, D. C., Department of Higher Education, National Education Association, 1949.

The needs of the student in today's society is suggested as a point of departure for the planning of the general education curriculum.

48. FIREBAUGH, JOSEPH J. Teachers and Graduate Training. *The Journal of Higher Education*, 23: 254-59, May 1952.

Considers possible sources of teachers for the integrated courses in the humanities.

49. FIRMAN, DAVID. Geography in Higher Education. *The Journal of Higher Education*, 23: 137-44, 175, March 1952.

Considers role of geography in higher education as applicable to three major curricular organizations: general education program, interdepartmental programs, and a department for professional geography training. Under general-education program, a 1-year, 3-hour, regional-cultural course would be a graduation requirement for all students.

50. FISHER, JOHN J. General Education in Relation to Pre-medical Education. *Science Education*, 34: 126-37, March 1950.

Believes a curriculum in science can be arranged which will implement the objectives of general education and also satisfy the science requirements for admission to three-fourths of the medical colleges.

51. FITZPATRICK, EDWARD A. *How To Educate Human Beings*. Milwaukee, Wis., The Bruce Publishing Co., 1950. 174 p.

Considers the problems of liberal or general education in the contemporary situation with an attempt to define and decide what to do about them.

52. FULTON, J. S. *General Education*. *Universities Quarterly*, 5: 41-48, November 1950.

Discusses present-day needs of education and suggests types of general education programs to meet these needs.

53. GAUSS, CHRISTIAN, and others. *The Teaching of Religion in American Higher Education*. New York, The Ronald Press Co., 1951. 158 p.

Considers the place that religion should occupy in a general education curriculum; describes status of such courses in the General College at the University of Florida.

54. *General Education at Harvard University*. *Higher Education*, 8: 116-17, Jan. 15, 1952.

Reviews purposes of the general education program at Harvard University and describes required courses in this program in some detail. [Earlier stages of this program were described in article by same title in: *Higher Education*, 4: 61-63, Nov. 15, 1947.]

55. *The General Program of Liberal Education*. Notre Dame, Ind. The University of Notre Dame, March 1952. 23 p.

Announcement of the College of Arts and Letters of Notre Dame University describes the general education program of liberal education at that institution.

56. *General Education in School and College: A Committee Report*. Cambridge, Mass., Harvard University Press, 1952. 142 p.

Committee of members of the faculties of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale, report on a study of the relationships between these institutions. Broad purpose of the study was to "integrate the work of the school and college in the area of general education." Presents model program in general education; conclusions and recommendations applicable to many other institutions.

57. GOODMAN, JACK E., editor. *Defining, Activating, and Evaluating Our Institutional Objectives*. Proceedings Fifth

Conference Deans of Arts and Sciences, Oklahoma Agricultural and Mechanical College, Stillwater, Okla., August 6-8, 1951. Stillwater, Okla., Oklahoma A & M College, 1951. 149 p. [Proc.]

Brings together papers and discussions of Conference. Conference theme was on institutional objectives. Some of the papers pertinent to general education were: Perennial and Temporal Goals in Education, by Sidney Hook, Conference Chairman; Liberal Education in a Technological Age, by H. V. Gaskill; Implications from a Re-evaluation of Objectives, by J. R. Butler; The Role of Higher Education in the Present Crisis, by R. W. McDonald; and Tests of Institutional Effectiveness, by Guerdon D. Nichols.

58. GRAEFTE, ARNOLD D. *Creative Education in the Humanities*. New York, Harper & Bros., 1951. 199 p.

Discussion of and practical suggestions for, the teaching of arts and letters as a basic element in the general education curriculum.

59. GREENE, THEODORE M. *Liberal Education Reconsidered*. Cambridge, Mass., Harvard University Press, 1953. 46 p.

The 1952 Inglis Lecture at Harvard University defines the desirable goals for liberal education and suggests a basic pattern for achieving these objectives.

60. HAAN, AUBREY. *Oceanography in General Education*. *Journal of Geography*, 50: 294-302, October 1951.

Expresses need for including oceanography in general education curriculum; suggests course content and teaching methods.

61. *A Handbook for College Teachers*. BERNICE B. CRONKHITE, editor. Cambridge, Mass., Harvard University Press, 1950. 261 p.

Chapters V, VI, and VII deal with teaching methods in the humanities, the natural sciences, and the social sciences; includes many practical suggestions for stimulating and holding student's interest.

62. HANNA, L. A. *Are We Meeting Their Needs?* *California Journal of Secondary Education*, 24: 158-63, March 1949.

Indicates need for general education by entering freshmen; describes general education program at San Francisco State College.

63. HARDEED, MELVENE D. *General Education and General Education Counsel-*

ing. *School and Society*, 74: 3-6, July 7, 1951.

Discusses articulation of high-school and college curricula; considers institution's responsibility in operating a general education program to help students help themselves; and indicates how such assistance may be provided.

64. HARNER, NEVIN C. *Religion's Place in General Education*. Richmond, Va., John Knox Press, 1949. 167 p.

Lectures delivered during Annual Midwinter Lectures at the Austin (Texas) Presbyterian Seminary, deal with the interrelation of religion and liberal education.

65. *Harvard Education: The Student's View*. By a Special Committee on Education of the Harvard Student Council. Cambridge, Mass., Harvard University Student Council, 1949. 77 p.

Analyzes several basic aspects of undergraduate life at Harvard College based on information and opinions of students, with particular reference to teaching, learning, and living.

66. HATCH, W. R., and BUECHNER, H. K. Teaching an Integrated Course in the Biological Sciences. *Improving College and University Teaching*, 1: 3-11, May 1953.

Describes an integrated course in the biological sciences planned to provide an introduction to professional courses in the several biological disciplines.

67. HAWLEY, CLAUDE E. Higher Education and the Atom. *Higher Education*, 5: 123-26, Feb. 1, 1949.

Reports on a questionnaire study of changes in the content of the general education curriculum in the colleges and universities to meet needs of atomic age.

68. HENRY, NELSON B. editor. *National Society for the Study of Education. Fifty-First Yearbook, Part I—General Education*, by the Society's Committee on General Education, T. R. McConnell, Chairman. Chicago 37, Ill., The University of Chicago Press, 1952. 377 p.

Society's Committee on General Education and Associated Contributors, well known in the field of general education, examines the philosophical, psychological, and social foundations of general education; describes, analyzes, and evaluates curricular practices and related activities in the light of educational objectives.

69. HERRICK, MARVIN T. The Departmentalization of Knowledge. *American Association of University Professors Bulletin*, 36: 462-75, Autumn, 1950.

Urges unification of knowledge and teaching with less departmentalization and less emphasis on majors and minors.

70. HOLLIS, ERNEST VICTOR. The Right Relationship of the Various Aspects of the Curriculum. In *Current Issues in Higher Education, 1953*. Proceedings of the Eighth Annual National Conference on Higher Education, Chicago, March 5-7, 1953. Washington 6, D. C., Association for Higher Education, National Education Association, 1953. pp. 44-49.

A presentation of the ways and means that college and university administrators may use in articulating and coordinating general with professional and technical education at the institutional level.

71. HOLMQUIST, DELSIE. General Education: Getting the Program Started in a Small Institution. In *Addresses on Current Issues in Higher Education 1951*. Addresses of the Sixth Annual National Conference on Higher Education, Chicago, April 2-4, 1951, Part II, Chapter 35, pp. 163-67. Washington 6, D. C., Department of Higher Education, National Education Association, 1951.

A discussion of the problems of implementing a general education program common to many small colleges. Considers the administrative responsibility, faculty cooperation, ultimate goals, immediate objectives, teaching procedures, and need for evaluation of such a program.

72. HUGHES, JAMES M. Patterns for General Education. In *American Association of Colleges for Teacher Education Third Yearbook 1950*. pp. 34-9. Washington 6, D. C., National Education Association, 1950.

Discusses planning and teaching of the integrated courses in the general education program.

73. HUNT, ERLING M. History in General Education. *Social Education*, 15: 64-68, February 1951.

Considers place of history in the general education curriculum.

74. *The Idea and Practice of General Education: An Account of the College of*

the University of Chicago. Chicago, The University of Chicago Press, 1950. 533 p.

Present and former members of the faculty of the University of Chicago describe the academic program of the College after two decades of development of its general education curriculum. Includes practical discussions in: Part I, on theory and practice; Part II, on curriculum; and Part III, on teaching methods. Purpose of volume is "to place before those concerned with the new form of undergraduate education in America an account of the academic program as it is today with the college's experiences in trying to control, define, and construct an intelligible and effective curriculum in general education."

75. *Implementing Programs of General Education for Teachers.* By the Subcommittee on Studies and Standards of the American Association of Colleges for Teacher Education. O. W. SNARE, *Chairman*. Oneonta, N. Y., The Association (11 Elm St.), 1953. 60 p.

Undertakes to provide administrators assistance in establishing a program of general education in colleges for teacher education. Identifies 24 obstacles in the implementation of such a program and indicates ways that may be used to overcome them. Includes suggestions and recommendations for the improvement of existing programs of general education.

76. *The Individual and Liberal Education: A Symposium.* Papers delivered at the Dedication of Johnston Hall at the University of Minnesota, April 19-21, 1951. Published for the Social Science Research Center of the Graduate School. Minneapolis, University of Minnesota Press, 1952. 102 p.

Includes papers on many aspects of current interest to faculties in liberal arts colleges. Papers particularly pertinent to general education: *Ideological Conflict and the Liberal Arts College*, by Charles J. Turck; *Science and the Liberal Tradition*, by Lee A. DuBridge; *The Natural Sciences and Man*, by Vannevar Bush; *The Individual in Liberal Education*, by T. R. McConnell, and *The Individual, the Teacher, and the Curriculum*, by John Ely Burchard.

77. IRWIN, LESLIE, and BOYD, CLIFFORD. *A Determination of Concepts of Healthful Living and Their Relative Importance for a General Course of College Health.* *The Research Quarterly*, 23: 177-97, May 1952.

Authors report findings of a study made, "to determine those fundamental concepts of

healthful living, and their relative importance in serving as a basis of a general course in health instruction for college students." Lists 308 concepts according to relative importance.

78. ISBELL, E. R. *General Education in the Teacher's College.* *Educational Research Bulletin*, 29: 7-13, Jan. 18, 1950.

Reports the results of an inquiry to 20 teacher-training colleges concerning general education practices in these institutions.

79. JOHNSON, B. LAMAR. *General Education in Action.* Washington 6, D. C., American Council on Education, 1952. 409 p.

Describes general education practices in California public junior colleges; 57 of these colleges participated in the 14-month study.

80. ———. *General Education in the Junior College.* *The North Central Association Quarterly*, 24: 357-63, April 1950.

A plea for general education in the junior colleges.

81. *Joint Program for Internships in General Education.* *Higher Education*, 9: 117-18, Jan. 15, 1953.

Describes joint programs for internships in general education participated in by the undergraduate colleges at Chicago, Columbia, Harvard, and Yale.

82. KELLEY, HAROLD, and PEPITONE, ALBERT. *An Evaluation of a College Course in Human Relations.* *The Journal of Educational Psychology*, 43: 193-209, April 1952.

Describes an evaluation of a course in human relations at the Massachusetts Institute of Technology.

83. KERWIN, JEROME G. *General Education: Getting the Program Started in a Large University.* In *Addresses on Current Issues in Higher Education 1951.* Addresses of the Sixth Annual National Conference on Higher Education, Chicago, April 2-4, 1951, Part II, Chapter 84, pp. 158-63. Washington 6, D. C., Department of Higher Education, National Education Association, 1951.

Describes the establishment of the general education program at the University of Chicago; principles on which the program was founded are listed along with brief statements of the bases upon which the courses in the biological, physical, and social sciences, and in the humanities were built up.

84. KIND, JOHN W. *Implementing the Goals of General Education.* *The Jour-*

Journal of Educational Research, 44: 521-28, March 1951.

Discusses certain steps taken at Michigan State College to implement the program of general education at that institution.

85. KRAUSDOPF, KONRAD B. Science in General Education at the Mid-Century. *The Journal of Higher Education*, 22: 59-66, February 1951.

Summarizes the developments of past quarter century of science courses geared to a general education program; suggests criteria for further development.

86. KUGLER, ISRAEL. The Technical Institute and General Education. *Junior College Journal*, 21: 387-92, March 1951.

Presents special problems of a junior college general education program.

87. LAWSON, CHESTER A. General Education in the Natural Sciences. *The Science Teacher*, 20: 66-68, March 1953.

Describes program for general education in the natural sciences that could serve in either the biological or physical sciences or a combination of both.

88. LEONARD, J. PAUL. General Education Bases for Determination of Content and Method. In *Addresses on Current Issues in Higher Education 1951*.

Sixth Annual National Conference on Higher Education, Chicago, April 2-4, 1951. Part II, Chapter 87, pp. 173-77. Washington 6, D. C., National Education Association, 1951.

Synopsis of general education as practiced in different institutions in which general education has been a success; presents problems and characteristics common to all programs; suggests ways in which to strengthen existing general education programs.

89. ———. General Education and the Creative Arts. *Music Educators Journal*, 38: 21-22, 58-59, September-October 1951.

Provides an outline of a general education program with discussion of the place of the creative arts in this curriculum.

90. MCCLUSKEY, K. LUCILLE; MARTIN, R. S. M.; SISTER MARIE THERESE and The Committee Staff. Growth in General Education: A Study of the Revision of the St. Xavier College General Education Program 1945-1952. *The North Central Association Quarterly*, 26: 363-416, April 1952.

Describes the St. Francis Xavier College for Women (Chicago), project to analyze the general education program at that institution with the twofold purpose of evaluating and improving it.

91. MCCONNELL, T. R., COOPER, R. M., ECKERT, RUTH E., and MORSE, H. T. General Education. In *Encyclopedia of Educational Research, Revised Edition, 1950*. Walter S. Monroe, editor. New York, The Macmillan Co., 1950. pp. 489-501.

Résumé of the various aspects of general education; cites 10 objectives of the University of Minnesota general education program; describes basic types of general education programs and indicates institutions offering each type; discusses teacher education, evaluation, and other general education problem areas.

92. MCGRATH, EARL J. Future of General Education. *The Journal of Higher Education*, 24: 121-26, March 1953.

Emphasizes need for general education and cites its dependence on college administrators' cooperation and support.

93. ———. Mission of Higher Education in the United States. *Association of American Colleges Bulletin*, 35: 487-93, December 1949.

Emphasizes the importance and responsibility of the colleges in education for living in a democracy.

94. ———. Science in General Education. *Science Monthly*, 71: 118-20, August 1950.

Believes job of the scientist-educator is that of making science and its methods understandable to the lay citizen; advocates type of general education course that cuts across boundaries and assists students to interrelate the various disciplines.

95. MAHAN, ERNEST. Social Science in General Education. In *Current Trends in Higher Education 1949*. Official Group Reports of the Fourth Annual National Conference on Higher Education, Chicago, April 4-7, 1949. Chapter 9, pp. 62-67. Washington 6, D. C., Department of Higher Education, National Education Association, 1949.

Reviews objectives, organization, content, and methods of instruction desirable for an effective social science course in a general education curriculum.

96. MARCKWANDT, ALBERT H. A Critique of Communication in General Edu-

cation. *The Journal of Higher Education*, 22: 1-8, January 1951.

A criticism of composition and communication courses in college. Discusses integration of communication courses into general education program.

97. MARCKWARDT, ARBERT H. Obligation and Opportunity? *Hispania*, 36: 191-94, May 1953.

Explains need of foreign languages in a general education curriculum.

98. MARTORANA, S. V. General Education for International Understanding. *Junior College Journal*, 20: 134-40, November 1949.

Includes discussions on the teaching of international relations of the Conference on "The Role of Colleges and Universities in International Understanding," held at Estes Park, Colo., June 19-22, 1949, with special emphasis on their implications for the general education program of the junior college.

99. MASSACHUSETTS INSTITUTE OF TECHNOLOGY. *Report of the Committee on Educational Survey of the Faculty of The Massachusetts Institute of Technology*. Cambridge, Mass., The Technology Press of the Massachusetts Institute of Technology, December 1949. 148 p.

Reports on the general education program at M. I. T., by an auxiliary Committee on General Education of the Committee on Educational Survey of the Institute. Reviews present program, and makes definite recommendations for strengthening and broadening the facilities for education in the humanities and social sciences at the Institute.

100. MAYHEW, LEWIS B. The Cooperative Study of Evaluation in General Education. *School and Society*, 75: 113-16, Feb. 23, 1952.

Describes methods of work and testing used in "The Cooperative Study of Evaluation in General Education."

101. MEDER, ELSA MARIE. The Science Curriculum. *Review of Educational Research*, 21: 249-63, October 1951.

This 3-year review of literature in science curriculum includes a section of references on science in the general education program.

102. MILLER, ROBERT D. editor. *General Education at Mid-Century: A Critical Analysis*. Program and Proceedings of the Conference on General Education sponsored by The Florida State Univer-

sity and the Department of Higher Education of the National Education Association, Tallahassee, Fla., Nov. 20-22, 1950. Tallahassee, Fla., The State University [1952]. 186 p.

Reports Conference addresses and papers, including keynote address by Earl J. McGrath on "The General Education Movement in America;" "Reminiscences of Thirty Years of General Education at Columbia College," by Dean Carman; and a summary address, "Highlights of the Conference," by John Dale Russell. Findings of study groups set up in organization and administration of general education, social science, communications, humanities, natural sciences, and counseling are also reported.

103. MOORE, JOHN M. *The Place of Moral and Religious Values in Programs of General Education*. New Haven 11 (400 Prospect St.), Conn., Edward W. Hasen Foundation [1952]. 23 p.

Reports findings of a study of moral and religious values in general education programs in 24 institutions of higher education in 1951-52.

104. MONSE, H. T., editor. *General Education in Transition: A Look Ahead*. Minneapolis, Minn., The University of Minnesota Press, 1951. 310 p.

Presents proceedings of a conference at the University of Minnesota in 1949, on building a program of general education, which had as its theme, "What Should Be the Next Steps in Experimentation and Research in General Education?" Three sections of report deal with: I. An Analysis of Current Trends; II. Proposed Next Steps in Experimentation and Research; and III. Implications for College Programs of General Education. Includes 15 papers by 27 contributors, many of whom are outstanding leaders in the general education movement, on a number of general education problems.

105. ———. Social Studies Teachers for College Programs of Education. In *The Teacher of the Social Studies*, 23d Yearbook of the National Council for the Social Studies. JACK ALLEN, editor. Chapter IV, pp. 82-112. Washington 6, D. C., National Council for the Social Studies of the National Education Association, 1952.

Considers pre-service education with regard to the preparation of prospective social studies teachers for college-level programs of general education; discusses development of general

education objectives, differing philosophies of general education, and the significance of these differences for the prospective general education teachers.

106. MORSE, H. T., BOROW, HENRY and WILLIAMS, CORNELIA D. The General College Develops Its Comprehensive Examination. *The Journal of Higher Education*, 22: 31-39, 57, January 1951.

Explains changes made at the University of Minnesota in its use of the comprehensive examination as a means of appraising student's achievement in general education.

107. *The New Curriculum—A Review and an Assessment*. Geneva, N. Y., Hobart and William Smith Colleges, 1950. Official Publication, Colleges of the Seneca, Vol. 48, No. 3, June 1950. 81 p.

Evaluates curriculum in general education of Hobart and William Smith Colleges after 5 years of experience with its present form; discusses origin, basic principles, and unique features of the curriculum.

108. *Notes and Comments on General Education*. Newsletter. Washington 6, D. C., National Committee on General Education, Department of Higher Education, National Education Association, 1950, 1951, and 1952.

Seven issues of this "Newsletter" were published during the period 1950 to 1952; issues included current information on developments in general education; articles by individuals active in the field, and annotated references on general education. Discontinued in spring, 1952.

109. ORGAN, T. Philosophy as Integrator in General Education. *The Journal of Higher Education*, 21: 476-78, December 1950.

Urges need of integrating general education courses; describes course in philosophy required of seniors at Pennsylvania College for Women.

110. PALMQUIST, EDWARD M. Should General Education Be Taught Cooperatively? *The Journal of Higher Education*, 24: 182-85, 225, April 1953.

Discusses some of the advantages and disadvantages of a cooperatively planned and taught course in general education.

111. PERLMAN, JAMES S. Integration in College Courses in Science for General Education. *Science Education*, 35: 122-33, March 1951.

Discusses desirability of integration of science courses in general education and provides detailed description of the development of one unit of such an integrated course.

112. PETERS, FRANK R. An Outsider Looks at a Liberal Program in Education. *The Journal of Higher Education*, 23: 131-70, March 1952.

Appraises social science course in the College of the University of Chicago, and suggests ways of improving teaching in this area.

113. PUGSLEY, A. L., and FREEHILL, MAURICE F. Evaluation of Current Programs of General Education. In *Current Issues in Higher Education 1950*. Report of the Fifth Annual National Conference on Higher Education, Chicago, April 17-19, 1950: Vol. I, Part II, Chapter 11, pp. 78-87. Washington 6, D. C., Department of Education, National Education Association, 1951.

Conclusions reached by two independent study groups were that: Evaluation in general education should be done in terms of five basic divisions—(1) knowledge and understanding; (2) critical thinking; (3) ability and beliefs; (4) interest and appreciation; (5) personal adjustments, with greatest emphasis in the early stages being placed on the first two.

114. PUTNAM, HOWARD L. A Survey of New-Type General Education Courses in American Junior Colleges. *Junior College Journal*, 21: 402-409, March 1951.

A statistical summary of 1,673 of the more frequent new-type general education courses in 425 junior colleges.

115. RATTIGAN, BERNARD T. *A Critical Study of the General Education Movement*. Doctor's Dissertation. Washington, D. C., The Catholic University of America Press, 1952. 247 p.

Analyzes and evaluates basic tendencies of general education movement in the light of the Catholic philosophy of education; special study made of following institutions: Stephens, General College of the University of Minnesota, St. John's (Annapolis), Sarah Lawrence, Bennington, Bard, Columbia, Harvard, Yale, and Princeton, to illustrate various approaches to general education. Includes bibliography.

116. A Reappraisal of the Philosophy and Purposes of Higher Education: A Report of the Discussion of the Problems and Policies Committee of the American

Council on Education. *The Educational Record*, 34: 231-44, July 1953.

Charles W. Cole, in "The Impact of the Expansion of Knowledge," traces development of the need for general education in today's world and emphasizes need for specific objectives. Discussion of report touches on a number of problems relating to general education and the problem of articulation among different levels of education.

117. REEVE, FREDERIC. Toward a Philosophy of Communication. *Education*, 72: 445-55, March 1952.

Professor of communication skills at Michigan State College outlines a philosophy of communication and states, "It is the aim of the communication course to help the student to write and speak clearly, accurately, forcefully, and honestly; and to read and listen intelligently, with insight and discrimination." "It must be the aim of the teaching staff to keep the course realistic, and to relate the work to the student's background, experience, abilities, and environment."

118. REYNOLDS, CHARLES W. Trends and Present Status of Generalized Science in State Teachers Colleges. *Science Foundation*, 34: 77-84, March 1950.

Reports results of questionnaire study of science in teachers colleges.

119. ROCKWELL, LEO I. Modern Languages in General Education. *School and Society*, 71: 305-309, May 20, 1950.

Cites need and desirability of thorough knowledge of a foreign language; author states that, "The testimony of many students has convinced me that modern language study, intelligently pursued, is an essential element in general education."

120. ROSS, WILLIAM R. Instruction in General Education. In *Current Issues in Higher Education 1950*. Report of the Fifth Annual National Conference on Higher Education, Chicago, April 17-19, 1950, Vol. I, Part III, Chapter 17, pp. 124-28. Washington 6, D. C., Department of Education, National Education Association, 1951.

Summarizes findings of discussion group on instruction in general education of which Dr. B. L. Dodds of Purdue University was Chairman; indicates desirable qualifications for general education teachers and describes teaching techniques.

121. SAWYER, MICHAEL O. and BROWN, STUART G. Problems in Democratic Cit-

izenship. *The Journal of Higher Education*, 23: 84-88, 116, February 1952.

Describes in detail the required course in citizenship for freshmen at Syracuse University; considers this course "a major contributor to the field of general education in social science."

122. SMITH, ELLIOTT D. General Education in Practice. *The Journal of Higher Education*, 22: 373-80, October 1951.

Explains the plan of general education at Carnegie Institute of Technology and discusses Institute's experiences in making plan effective.

123. STANFIELD, J. FISHER. General Education, General Biology, and Plant Science. *School and Society*, 73: 401-405, June 30, 1951.

Discusses the place of the plant sciences in a general education program.

124. STEMPLE, F. W. This Thing Called General Education. *Educational Forum*, 16: 77-85, November 1951.

Considers the background of general education with special emphasis on early general education programs in: University of Chicago, Sarah Lawrence, Bennington, and others. Discusses subject matter, methods, interest in, and general significance of the college general education program.

125. STICKLER, W. HUGH, editor. *Organization and Administration of General Education*. Dubuque, Iowa, Wm. C. Brown Co., 1951. 431 p.

Brings together statements describing organization and administration of general education programs in a number of different types of higher education institutions with established and recognized programs. Robert Pooley explains the integrated program of required studies at the University of Wisconsin; Dean French describes Colgate's program and indicates how it may be implemented in other types of institutions; Dean Rather outlines major objectives of the Basic College of Michigan State College. The final chapter by the editor, presents a summary of the objectives of general education; describes representative organizational patterns; and discusses persistent problems in the development of a general education program.

126. ———. STOAKES, J. P. and SHORES, LOUIS, editors. *General Education: A University Program in Action*. Dubuque, Iowa, W. C. Brown Co., 1950. 280 p.

States objectives of a college general education program; describes Florida State University's experiences with such a program over a period of years; reports activities most helpful to its development. In two parts, Part I. General Education in the Modern World; Part II. A University General Education Program in Action. Courses from required areas in general education are described in Appendix "A"; Appendix "B" contains two bibliographies.

127. TAPLEY, E. M.: General Education and the Training of the Junior College Teacher. *Junior College Journal*, 23: 462-65, April 1953.

Suggests types of training desirable for the junior college teacher of general education.

128. TAYLOR, GEORGE R.: Meeting the Social Studies Where They Are. *The Journal of Higher Education*, 23: 68-74, February 1952.

Describes problem method of teaching an introductory course in social science at Amherst College, developed around 12 problems in American civilisation—8 historical, 4 contemporary; the problems, chosen for their significance, are listed in article.

129. TAYLOR, HAROLD, editor. *Essays in Teaching*. New York, Harper & Bros., 1950. - 239 p.

In Chapter I, "The Idea of a College," and in the summary Chapter XIII, "The Individual Student," the president of Sarah Lawrence College presents the philosophy of a small liberal arts college working out the liberal trends in higher education. Eleven other chapters on teaching by members of the faculty places emphasis on the student in a pattern of nondepartmentalized subjects.

130. TAYLOR, HOWARD. A Four-Year College Curriculum in General Education. *Education*, 71: 245-49, December 1950.

Describes program and experiences with a general education program at Oklahoma College for Women.

131. THOMAS, W. A. Concept of General Education. *School and Society*, 72: 357-59, Dec. 2, 1950.

Discusses common aspects and overall objectives of general education courses.

132. TRIMBLE, H. C., BOLSER, F. C., and WADE, Jr., T. L. *Basic Mathematics for General Education*. New York, Prentice-Hall, Inc., 1950. 313 p.

... "text grew in stages as authors worked with their colleagues at Florida State University to build a better course in mathematics for general education."

133. The University of Chicago Adopts New Degree Program. *School and Society*, 78: 44-45, Aug. 8, 1953.

Cites third major step in the University of Chicago Plan which began in 1931, undertaken for the purpose of relating undergraduate study to high-school work which precedes it, and the specialized study which follows.

134. VALENTINE, P. F., editor. *The American College*. New York 16 (15 E. 40th St.), Philosophical Library, Inc., 1949. 575 p.

Focuses attention on pertinent problems in higher education today. Chapters of special significance to general education: Chapter III. Liberal Education and Specialization, by T. R. McConnell; Chapter IV. Conflicting Theories of General Education, by Malcolm S. MacLean; Chapter V. Education for Quality, by W. H. Cowley; Chapter VI. General Education Programs, by the editor; and Chapter IX. The Teachers College, by W. D. Armentrout.

135. VANDERBILT, ARTHUR T. General Education and Law School Training in the Making of a Great Lawyer. *Association of American Colleges Bulletin*, 38: 246-56, May 1952.

Author states that "It is the duty of law schools . . . to remind their students of what they should know in the humanities and the sciences and to help them integrate it all with the work of the law school."

136. VERHAEGE, WILLIAM. Political Economy in General Education. *The Journal of Higher Education*, 24: 127-34, March 1953.

Describes a general education course in political economy at Boston University—a 2-year, 4-semester sequence.

137. WANTLAND, WAYNE W. The Role of Science in General Education and Some Suggested Methods of Evaluation. *Association of American Colleges Bulletin*, 36: 257-66, May 1950.

Outlines what science teaching hopes to achieve in collaboration with other parts of the curriculum and sets forth program of evaluation.

138. WASHTON, NATHAN S. A Syllabus in Biology of General Education. *Science Education*, 35: 84-92, March 1951.

Explains construction of a syllabus in biology for general education based on investigations and current judgment secured from various leaders in the area of general educa-

tion in the biological sciences. Includes references.

139. WHITE, GEORGE H. Improving an Established General Education Program. In *Addresses on Current Issues in Higher Education 1951*. Addresses of the Sixth Annual National Conference on Higher Education, Chicago, April 2-4, 1951, Part II, Chapter 36, pp. 167-73. Washington 6, D. C., Department of Higher Education, National Education Association, 1951.

Among the ways mentioned for the improvement of general education programs are: Improvement of teaching techniques; teacher competence through knowledge of problems and through solutions of colleagues in other institutions; better integration of courses; and more realistic appraisal of knowledge and skills of entering students.

140. WILLIAMS, C. A. A New Approach to the Survey Course in Social Science. *Social Studies*, 40: 202-207, May 1949.

Surveys work in the social sciences in 15 representative colleges. Believes there should be a unified program in all colleges for freshmen and sophomore social science studies.

141. WILLIAMS, SIMON. General Education and Harvard College. *The Harvard Educational Review*, 22: 1-17, Winter 1952.

Comments on general education with particular reference to the program at Harvard College; evaluates the Harvard General Education program in terms of existing problems of administration, organization, instructional methods, and subject-matter.

142. A Workable Alternative to the Course-Credit System. Reported by Edward F. Sheffield, Registrar, Carleton College, Ottawa, Ontario. *The Journal of Higher Education*, 23: 386-88, 401-402, October 1952.

Discusses methods of measuring student achievement in general education by means of comprehensive examinations, theses, and professors' recommendations. Believes course-credit, subject-centered system of measurement detrimental to objectives of general education.

143. ZETLER, ROBERT L., and CROUCH, W. GEORGE. The Graduate School in General Education. *The Journal of Higher Education*, 21: 239-42, May 1950.

Discusses need for teachers equipped to teach general education courses; considers possibility of graduate schools offering two courses, one for specialists, another for teachers in liberal arts colleges stressing general education.

144. ZIEGFELD, ERNEST. *Art in the College Program of General Education*. New York, Columbia University, Teachers College, Bureau of Publications, 1953. (Teachers College Studies in Education.) 239 p.

Part I reports findings of an investigation into what constitutes general education; Part II discusses the arts as an aspect of living and their significance to the individual; Part III considers the implications of I and II, as they relate to the college program of arts instruction.

Author and Subject Index

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